

**Date:** 04/02/2012

**Committee:** House Finance

**Department:** Education

**Person Testifying:** Kathryn S. Matayoshi, Superintendent of Education

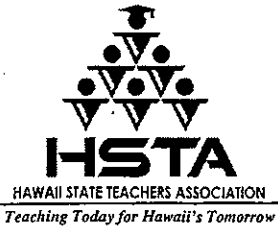
**Title of Bill:** SB 2535,SD2,HD1 (hscr1105-12) Relating to Instructional Time

**Purpose of Bill:** Requires the Department of Education to develop multiple standard bell schedules for elementary, middle, and high schools, with the exception of charter schools and multi-track public schools. Amends the public education instructional time law. (SB2535, HD1)

**Department's Position:**

The Department of Education (Department) supports SB2535, SD2, HD1 (hscr1105-12), with the amended definition of "student instructional time." The expanded definition provides clarity of what constitutes instruction.

The Department will work with appropriate role groups to develop and implement consistent standardized bell schedules. Standardized scheduling will allow for coordinated planning and learning opportunities for students and school staff.



1200 Ala Kapuna Street • Honolulu, Hawaii 96819  
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**Wil Okabe**  
President

**Karolyn Mossman**  
Vice President

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Secretary-Treasurer

**Alvin Nagasako**  
Executive Director

## HOUSE COMMITTEE ON FINANCE

RE: SB 2535, SD1 – RELATING TO INSTRUCTIONAL TIME

April 2, 2012

WIL OKABE, PRESIDENT  
HAWAII STATE TEACHERS ASSOCIATION

Chair Oshiro and Members of the Committee:

The Hawaii State Teachers Association continues to oppose SB 2535, SD2, HD1. There is already a process in place, agreed to by the DOE, to adjust the teacher work day and change bell schedules. From our perspective, this legislation adds an unnecessary layer to that process. We contend that better educational programming would be well-served by evaluating the status of Act 51 before enacting additional mandates.

The authority to change bell schedules resides with a school's administrator, as outlined in Act 51. That said, a collaborative process to change to bell schedules does exist. If the redistribution of the contracted hours will be affected, then the HSTA-BOE master agreement's "exceptions process" (Appendix IV) takes effect. This process is also outlined in the guidelines for School Community Councils.



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The exceptions process proceeds as follows:

- Academic/financial planning for the next school year begins. After reviewing all relevant data, it may be suggested that a new schedule be put in place to achieve identified goals for students.
- New bell schedules are then drafted by a bell schedule committee, generally a partnership between various school leadership committees and administrators.
- After schedules have been drafted, they are recommended to staff members. Teachers will then have an opportunity to discuss and agree and/or suggest changes.
- If the changes suggested impact the contracted workday, then staff members will discuss proposed changes. A typical decision-making process will entail an oral vote to see if there is consensus among staff members.
- If, after “good-faith” efforts to come to an agreement are exhausted without consensus being reached, a fall-back decision-making process begins.
- HSTA teacher representatives coordinate a vote of its members through a secret ballot process, as per the master agreement. **This was agreed to in bargaining as part of implementing Act 51.** For the vote to be valid and changes accepted, 66-2/3 percent of all ballots cast by teachers must be in the affirmative.

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Once completed, if approved by the vote, the proposal moves to the SCC. When all stakeholders agree, the recommendation is forward to the next level, known as the 2+2 committee.

- The 2+2 committee is composed of two representatives each from the Department of Education and HSTA. This committee will evaluate all state contract waiver exception applications with regard to the proposal. For example, the exceptions process has been used to change parent/teacher conferences, grading periods, and, of course, bell schedules—as was often the case during the furlough period.

Finally, the committee reviews the information from stakeholders in order to ascertain whether or not the exceptions process has been followed appropriately and decide if the application for a contract exception should be granted. The 2+2 committee ensures that everyone who should be given a chance to provide input into the process of altering the school schedule has been heard. In the appropriate format and venue, its decisions are mutually agreed upon. The committee can either defer an exception request (to gather more information) or recommend passage on to, and by, the Board of Education, once all contractual issues have been resolved. It is completed in time for class registration.

Under the exceptions process, Kahuku High and Intermediate School, for example, wanted to implement a rotating schedule in order to fulfill a district directive of moving to a seven-period day. The request was approved almost unanimously by teachers and subsequently approved by the BOE. It is worth noting that the scheduling model used by Kahuku allowed the school to give teachers two prep periods and allowed small learning communities and teaching teams extra time to evaluate student data, identify



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struggling students, and host parent meetings. The workday was not lengthened but work time was redistributed. Teachers gave their input and approval through the contractual exceptions process.

Thus, from our perspective, standardization of schedules is unnecessary. Concerns about the inability of administrators to obtain a “supermajority” of votes necessary to enact scheduling changes are misplaced, since many schools have done so the past several years. A disagreement may occur when a teacher's workday is extended, a redistribution of work time occurs, or class sizes grow. When changes impact the teachers' work day, it is subject to contract guidelines.

The changes outlined in this bill could impede collaboration. There is no guarantee that elementary, middle, and high schools within the same complex area will choose schedules that align with one another. If, after standardized schedules have been proposed by the DOE, schools choose schedules that don't mesh or seek an exception from standardization, then the problem that this bill purports to solve will remain in effect. It will further erode the power of schools to address their own student needs.

With respect to the definition of instructional time contained in this bill, we appreciate the broad scope and effort to incorporate all possible general learner outcomes. Because GLO's are already in place, though, we feel that it is not necessary to further legislate this issue. Instead, we believe that all changes to instructional time should be discussed at the bargaining table, since they will ultimately effect distribution of the teacher work day.



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Again, we encourage you to use this measure as an opportunity to dialogue about the effectiveness of Act 51's numerous initiatives, including functions of School Community Councils and the weighted student formula, both of which, in our opinion, can be augmented to be more inclusive with respect to giving teachers a greater voice in determining the trajectory of their school.

The state's education goals are best served when policies are based on a consistent foundation and direction. The bell schedule measures in question further centralizes governance of the DOE and ultimately, the classroom experience. We must work together to redress problems with existing initiatives before embarking on new reforms.

We encourage you to end this debate and stop this bill from going forward.

Thank you for the opportunity to testify.

841 Bishop St., Suite 301  
Honolulu, Hawaii 96813



Telephone: 808 926-1530  
Contact@HEECoalition.org

House Committee on Finance  
Representative Marcus Oshiro, Chair  
Representative Marilyn Lee, Vice Chair

April 2, 2012

Dear Chair Oshiro, Vice Chair Lee and Committee Members:

This testimony is submitted in support of SB2535 SD2 HD1. We support the changes incorporated in SD2 HD1.

The Hui for Excellence in Education (HE'E) is a diverse coalition of over 30 parent and community organizations dedicated to improving student achievement by increasing family and community engagement and partnerships in our schools. Our member list is attached.

SB2535 SD2 HD1 states that the Department of Education will develop multiple standard bell schedule options that meet the instructional time requirement for the 2014-2015 year, and a school would choose one to implement. For elementary schools, the requirement is 915 hours per year (5 hours and 5 minutes/day) and for secondary schools it is 990 hours per year (5 hours and 30 minutes/day). This would apply for all the public schools except charter schools or multi-track public schools.

The Coalition supports the bill. The multiple schedule options give schools equitable instructional time, but at the same time, allows flexibility at the school level. For the families and students, this alignment and standardization will make understanding the bell schedules much easier. Military and other new families moving to the state will also have a much easier time understanding the schedules and all families will know that their children are receiving the minimum amount of instructional time set by law. They will also know that in addition to great teachers in the classroom, their children will be receiving an amount of instruction equal to their peers statewide and on the mainland.

Additionally, if there were standardization in bell schedules among schools in a complex or adjoining complexes, students would be able to take an AP, theatre, band or other class at another school which is not available at their home campus (online or in person). Or, an 8<sup>th</sup> grade student could take an advanced math or science class online or in person

at their nearby high school. This alignment in bell schedule would create opportunities for learning that are currently impossible with the many different schedules. As we consider 21<sup>st</sup> century learning opportunities, the aligned bell schedules may create an array of options for online, dual enrollment, and project based learning.

We would be glad to work with the legislature, department and unions to make this effort successful. Thank you for the opportunity to testify and for your consideration.

Our support of this bill represents a 75% consensus or more of our membership.

Sincerely,

Cheri Nakamura  
HE'E Coalition Director





\*Academy 21

After-School All-Stars Hawaii

\*Castle Complex Community Council

Center for Civic Education

\*DOE Windward District

\*Faith Action for Community Equity

Fresh Leadership LLC

Girl Scouts Hawaii

\*Good Beginnings Alliance

Harold K.L. Castle Foundation

Hawai'i Athletic League of Scholars

\*Hawai'i Charter School Network

\*Hawai'i Education Matters

\*Hawai'i Nutrition and Physical Activity Coalition

Hawai'i State Student Council

Hawai'i State Teachers Association

Hawai'i P-20

Hawai'i 3Rs

It's All About Kids

\*INPEACE

Joint Venture Education Forum

Kamehameha Schools

\*Kanu Hawai'i

Kupu A'e

\*Leaders for the Next Generation

McREL's Pacific Center for Changing the Odds

\*Our Public School

\*Pacific Resources for Education and Learning

\*Parents and Children Together

\*Parents for Public Schools Hawai'i

Punahou School PUEO Program

The Learning Coalition

US PACOM

University of Hawai'i College of Education

Voting Members (\*)



46-063 Emepela Pl. #U101 Kaneohe, HI 96744 · (808) 679-7454 · Kris Coffield · Co-founder/Legislative Director

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## TESTIMONY FOR SENATE BILL 2535, SENATE DRAFT 2, HOUSE DRAFT 1

House Committee on Finance  
Hon. Marcus R. Oshiro, Chair  
Hon. Marilyn B. Lee, Vice Chair

Monday, April 2, 2012, 3:00 PM  
State Capitol, Conference Room 308

Honorable Chair Oshiro and committee members:

I am Kris Coffield, representing the IMUAlliance, a nonpartisan political advocacy organization that currently boasts over 150 local members. On behalf of our members, we offer this testimony in support of, with amendments for SB 2535, SD2, HD1, relating to instructional time.

Until recently, the IMUAlliance has opposed efforts to standardize instructional time, believing that doing so outside of the collective bargaining process may impact ongoing negotiations between the Hawaii State Teachers Association and the state regarding compensation for lengthened learning time, as well as distribution thereof. We continue to believe that standardization of bell schedules must be implemented with careful consideration for varying transportation schedules, class sizes, and school populations, in addition to an increased emphasis on localized accountability and management of student needs.

We find that there is much to like about the proposed measure, however, such as the long overdue codification of a state-sanctioned definition of instructional time, something that is absolutely necessary if discussions about how to best account and allocate resources for forthcoming elongated school days are going to progress. Moreover, we are especially pleased that the definition of instructional time contained in this measure is connected to general learner outcomes, ensuring pedagogical and programmatic flexibility throughout the Department of Education. Finally, we heartily note that the bill expands the HSTA-BOE master agreement exceptions policy to allow schools to petition for exceptions to standardized periods, should a school find that the schedules devised by the department fail to maximize student achievement. While the measure may heighten the number of schools seeking an exemption, the modified exceptions statute guarantees that due process will be granted to schools in the event that standardization results in unintended consequences for educators, their classrooms, or the output of their keiki.

That said, we urge you to preserve the following amendment made by the House Committee on Education. To address concerns that the State Legislature is micromanaging the DOE, we support allowing the department flexibility to determine the number of scheduling options necessary for each scholastic level (elementary, middle, and high schools), which may or may not require the same number of options. This bill has been amended accordingly, with Section 1, subsection (e) of this bill having been revised to read: “The department shall develop **multiple** standard bell schedule options for elementary, middle, and high schools. A school shall have the discretion to implement one of the available bell schedules for each grade level. This section shall not apply to charter schools or multi-track public schools.” This change allows the department not only fiscal flexibility with regard the resources devoted to implementation of this provision, but, in the event that standardized schedules prove unpalatable to multiple schools for similar reasons, permits the department to solve such problems by adding scheduling options on an ongoing, rolling basis.

On a personal note, we entreat you to address the lack of statewide definition of “student achievement,” in the near future. While this measure is not the appropriate place to begin such a discussion, it is worth noting, perhaps, that overall efforts to reform lagging schools and advance achievement are inhibited by the lack of a vision of what achievement entails. Disagreement over what metrics to utilize for assessment should not be viewed as a barrier to bringing stakeholders together to debate how to define success and, hopefully, find common ground from which to build schools that are a reflection of our own best selves.

Mahalo for the opportunity to testify in support of this bill.

Sincerely,  
Kris Coffield  
*Legislative Director*  
IMUAlliance



**CAPITOL CONSULTANTS OF HAWAII, LLP**  
222 South Vineyard Street Suite 401, Honolulu, Hawaii 96813  
Office: 808/531-4551 Fax: 808/533-4601  
Website: [www.capitolconsultantsofhawaii.com](http://www.capitolconsultantsofhawaii.com)

March 30, 2012

Representative Marcus R. Oshiro, Chair  
Representative Marilyn Lee, Vice Chair  
Committee on Finance  
Hawaii State Capitol, Room 308  
Honolulu, HI 96813

**RE: SB2535 SD2 HD1, Relating to Instructional Time**

Dear Chair Oshiro, Vice Chair Lee and Members of the Committee:

Thank you for the opportunity to comment on SB2535 SD2 HD1, Relating to Instructional Time. My name is John Radcliffe and I am representing Hawaii School Bus Association.

Ordinarily I would never testify against anything which impacted negatively on a union's scope of bargaining, but having multiple, even hundreds of bell schedules, is crazy. It cannot be condoned, and it makes no sense. So something must be done, and it looks like the Legislature is the only body that will do it. The HSTA won't agree to standardizing bell schedules. The DOE and the BOE will not agree to it either, so that leaves—the legislature.

Right now, the plethora of bell schedules means, just on one level, that school buses have to scurry from here to there and back to near here and then back to near there, wasting time, fuel, and so on. The Hawaii School Bus Association estimates that a minimum of \$10,000,000 a year could be shaved off bus transportation costs if bell schedules were standardized. But what is the DOE doing instead? It is cutting bus service.

And this does not even get to the issue of what is best for the kids at school....We have schools that operate in such a way that school A will have as much, in aggregate time, as two months more or less time on task for kids, than school B.

This is no way to run a school system. If the responsible parties will not be responsible it is time for the elected representatives of the people to step up.

Respectfully Submitted,

John H. Radcliffe

### *Scholastic Scheduling Solutions (S<sup>3</sup>)*

Some have expressed concern that this plan will reduce the number of electives a middle school student may take. However, Mr. Ray says the 5 X 5 schedule still allows for multiple electives.

"With this schedule, some middle school students may take as many as four electives in a single year," he said. "We cannot be as liberal in the offering of electives as we have been in the past. However, this schedule does allow for children to have a well-rounded experience in the Fort Worth ISD."

Fort Worth ISD examined this situation thoroughly before making a recommendation. More than 200 people from all over the District were directly involved in this process, including every high school principal and every middle school principal. Additionally, the District looked at best practices across the state and found that a number of urban districts with limited resources have adopted the seven-period schedule and are experiencing excellent results.

**Beaumont ISD and Northside ISD** (in San Antonio) are two of them.

#### **Scott Malo**

*Vice President of Business Development and Customer Service*

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*Your Varsity Scheduling Team !*

**Robert Ray**  
**Chief of Schools**

100 N. University Dr., Ste. NW252, Fort Worth, Texas 76107  
OFFICE 817.814.2300 FAX 817.814.2305  
robert.ray@fwisd.org



October 19, 2011

To Whom It May Concern:

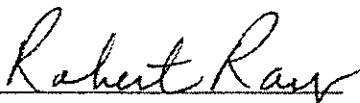
It is my pleasure to recommend the services of Scholastic Scheduling Solutions (S3) to your school district. During the past year, our staff has worked directly with the dedicated staff at S3 developing and implementing our Master Schedule Process Development Plan (MSPDP). The company offers top-notch quality, service and knowledge in their area of expertise. Across the board, we are always pleased with their performance. They bring tremendous organization, project management and communication skills. We are always aware of our responsibilities and are provided clear direction so that we maintain course.

Our project creating the new district Master Scheduling foundation we will have implemented with S3 will ensure a more efficient way for all of our schools to build their master schedules in a methodical and timely manner which will save our district time and money.

We believe that their creativity and knowledge will prove invaluable to the success of this project. Please consider Scholastic Scheduling Solutions for your Master Scheduling needs. I highly recommend them and look forward to our continued relationship.

Please feel free to contact me if you would like additional information.

Sincerely,

  
Robert Ray, Chief of Schools

**Michael N. Sorum**  
**Chief Academic Officer**  
**Curriculum and Instruction**

100 N. University Dr., Ste. SW 208 Fort Worth, Texas 76107  
OFFICE 817.814.2400 FAX 817.814.2405  
www.fwisd.org



October 14, 2011

To Whom It May Concern:

It gives me great pleasure to recommend Scholastic Scheduling Solutions to school districts around the world. This letter provides an opportunity to share my thoughts towards the S3 staff, who are not only a well respected partner of the Fort Worth Independent School District, but also our friends and colleagues.

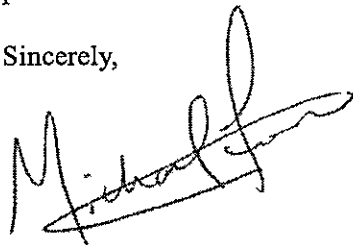
Our district selected S3 to lead a project for improving the district's master scheduling process. The S3 team has proven to be both professional and clearly committed to success. Their organizational and project management skills are excellent, and their in-depth knowledge of master scheduling and school information systems is evident. Our leadership staff has been provided clear and concise information for each step of the process, as well as beneficial status updates, so that all project tasks are successfully completed within the agreed upon time frame.

The new district Master Scheduling foundation we are implementing with S3 will ensure a more efficient process for our schools to develop their master schedules, which will result in saving our district valuable time and money, and enable us to focus those resources directly towards the students.

Please accept my sincere recommendations for your organization to partner with S3. They have proven to be a valuable asset, and you will certainly appreciate their contributions and potential to your district.

You are always welcome to contact me if you would like additional feedback regarding S3's performance at the Fort Worth Independent School District.

Sincerely,





## HOUSTON INDEPENDENT SCHOOL DISTRICT

HATTIE MAE WHITE EDUCATIONAL SUPPORT CENTER  
4400 WEST 18<sup>TH</sup> STREET • HOUSTON, TEXAS 77092-8501

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November 18, 2011

To whom it may concern:

In October of 2010 the Houston Independent School District (HISD) met with Scholastic Scheduling Solutions (S3) to discuss our district Master Schedule process. During this initial meeting, based upon their evident knowledge and expertise, it became very clear that S3 was the right organization to champion this project.

As the HISD project leader for the Master Schedule Process Improvement Project (MSPIP), it gives me pleasure to commend and recommend our partners, Scholastic Scheduling Solutions, to any school district seeking to achieve a more efficient master schedule building environment.

The S3 team conducts themselves in a professional manner and they are clearly dedicated to the success of the project. They deliver a quality product, have done so in a timely manner, and have regarded our staff with the utmost respect. Their communication and organizational skills are exceptional. All members of their team have taken great pride in their work and in maintaining an excellent client relationship.

S3's team oriented approach produces positive results and builds an environment in which the client is truly a vital part of the process. We are impressed with their ability to adapt to changes within our landscape. They have worked closely with us to insure all members involved with the project continue to be satisfied with the results. Our newly improved *Master Schedule Process Plan* will save us valuable time and will translate into saved funds that can be redirected to other areas of need in our district. As budgets continue to be reduced each year, it is critical we streamline this process to ensure maximum efficiency as we move forward. We look forward to a long-term relationship with S3 as our scheduling partners.

I highly recommend their services.

If you have any questions or would like additional information, please feel free to contact me via e-mail: [sverrett@houstonisd.org](mailto:sverrett@houstonisd.org) or office phone: 713.696.0600.

Best,

*Mr. Shannon L. Verrett*

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Mr. Shannon L. Verrett, Senior Manager  
Leadership Development Department  
Houston Independent School District



## **FINTestimony**

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**From:** mailinglist@capitol.hawaii.gov  
**At:** Sunday, April 01, 2012 3:17 PM  
**To:** FINTestimony  
**Cc:** marybethmurphy11@yahoo.com  
**Subject:** Testimony for SB2535 on 4/2/2012 3:00:00 PM

Testimony for FIN 4/2/2012 3:00:00 PM SB2535

Conference room: 308  
Testifier position: Oppose  
Testifier will be present: No  
Submitted by: Marybeth Murphy  
Organization: Individual  
E-mail: [marybethmurphy11@yahoo.com](mailto:marybethmurphy11@yahoo.com)  
Submitted on: 4/1/2012

### **Comments:**

I am in complete opposition of this bill! This is crazy-the fact that you are trying to place more mandates on us and dictate what our school needs. So many times, decisions are made and they are what's best for O'ahu schools, not outer islands.

As a teacher I know what works for my students. As a school, we know how to work with our cafe AND the high school we share the cafe with to establish a set bell schedule that allows our students to be successful.

ase stop pretending you have any kind of clue as to what my students need in the form of a bill schedule.

Again, I am opposed to this bill.

Mahalo,  
Marybeth Murphy

## FINTestimony

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From: mailinglist@capitol.hawaii.gov  
Sent: Saturday, March 31, 2012 6:01 PM  
To: FINTestimony  
Cc: dkeikoa@hawaii.rr.com  
Subject: Testimony for SB2535 on 4/2/2012 3:00:00 PM

Testimony for FIN 4/2/2012 3:00:00 PM SB2535

Conference room: 308  
Testifier position: Oppose  
Testifier will be present: No  
Submitted by: Diane Aoki  
Organization: Individual  
E-mail: [dkeikoa@hawaii.rr.com](mailto:dkeikoa@hawaii.rr.com)  
Submitted on: 3/31/2012

### Comments:

Situations at different schools have different needs. This needs to be decided at the school level. Please do not try to fix something that is not broken. It is a waste of time, energy, and tax dollars.